Mary Sheridan

Annotated Bibliography

1. General Strategies for Intervention Why a Team Approach. (2008). Retrieved November

17, 2015, from

http://www.autismspeaks.org/docs/family\_services\_docs/sk/General\_Strategies.pdf

The Autism Speaks Organization wrote this article on general strategies for intervention. The article gives an overview of the benefits of a team approach when supporting a student with autism. It states that it is important to employ the knowledge and perspective of the family because they bring another valuable and longitudinal view to the table. The article also discusses the importance of communication among the team members. It notes that it is critical to think of each student as an individual in order to provide proper support and growth. It touches upon the necessity of establishing appropriate expectations for growth and competence and the significance of meeting the student where he or she is. It outlines motivational techniques in order to keep the child’s attention while learning. Another point the article discusses is the need to respect each individual. Lastly, it gives an overview on how communication for autistic students can be supported, such as through ensuring that each team consists of a Speech-Language Pathologist.

I found this particular article to be interesting as well as helpful in my research. The Autism Organization, a well-known organization, supplied its readers with a surplus of information in regards to working with autistic students. In order for inclusion to occur in the classrooms it is critical that the teachers know what types of students they are dealing with and how to meet those students’ needs as best as possible. A specific piece of information from this article that I found rather fascinating was the importance of employing the knowledge and perspectives of family members to offer other valuable and longitudinal views. This allows families to benefit from information on strategies used at school that may also work at home and vice versa. While this article did not directly talk about strategies for inclusion in the classroom, I was able to infer that these strategies used for kids with autism would carry over into the classroom therefore creating an effective learning environment for all types of students in general classrooms.

1. Koch, K. (2000, November 10). Special education. CQ Researcher, 10, 905-928.

Retrieved from <http://library.cqpress.com/>

This article found in the CQ Online Researcher Database explores the question of whether students with disabilities get the help they need or not. It briefly discusses the success of integrating millions of disabled students into the public schools and then goes into some of the problems that still exist with this inclusion. For example, it goes into details such as the dropout rate for disabled students remaining twice of that of regular students. Also, it outlines the underfunding by the local, state, and federal governments which leads to shorter supplies of aides, materials and other special services required by the law. This article states that the inclusion of disabled students into classrooms can sometimes result in diagnosing students’ learning disabilities late or putting low-achievers into the special-education category to boost the school’s overall test scores. Also, it discusses how inclusion leads to overcrowded classrooms which leads to students being diagnosed as learning disabled because they haven’t been taught properly and need remedial help. Lastly, the topic of chronic shortages of qualified special-education teachers is touched upon. In summary, this article applauds the success of inclusion, but also gives insight on what needs to be fixed in order to make inclusion even that much more successful in the classrooms.

I would have to say that this article was probably my least favorite article I came across during my research. The information retrieved from this article regarding my topic was a bit vague and not as helpful as I had hoped. With that being said, I did particularly like that this article listed some of the reoccurring drawbacks regarding the inclusion of students with disabilities in the general classroom. A point I found specifically interesting was the fact that over-crowding the classroom with students of all abilities actually can lead to an increase in the diagnosis of learning disabled students. I was able to grasp that there are still some kinks that need to be worked out in order to provide the best possible learning environment for all students. The remainder of the articles I used for research all were pro-inclusion so it was definitely beneficial to get information from the opposite side of the issue.

1. Kurth, J. A., Lyon, K. J., & Shogren, K. A. (2015). Supporting Students With Severe

Disabilities in Inclusive Schools*. Research & Practice For Persons With Severe Disabilities*, 40(4), 261-274. doi: 10.1177/1540796915594160

This article written by Jennifer Kurth PhD, Kristin Lyon PhD, and Karrie Shogren PhD focuses on themes related to practices used to support students with severe disabilities. Kruth, Lyon, and Shogren give their knowledge on teaching arrangements, type of engagement demonstrated by students during activities, type of work/activity the student performed, general classroom supports, the types of supports provided to the students, the interactions students had with others, and the choices provided to the students which lead to effective inclusion. Some examples of teaching arrangements provided were co-teaching styles, station teaching, team teaching, and large group instruction such as reading aloud to the class. Student communication supports provided in inclusive classrooms include iPads with speech generating software, picture-symbol communication boards to make requests and comments, as well as a communication notebook that a student would use to circle responses to questions, comments, and requests from adults. As for activties performed in inclusive classrooms go, assignments or tasks were adjusted for the individual student. For example, the article stated that students had books their classmates were reading, but at lower readability levels, using large fonts with supporting pictures, reductions in the number of questions to answer; access to word banks, use of speech-generating devices to enable students to “read aloud” when called on, and adapted assessments. The inclusive practices discussed in this article are associated with improved outcomes for students with disabilities. The article also concludes that self-contained, segregated settings fail to deliver on their promises for effective practices. The authors anticipate that by following the guidelines provided in this article and implementing these practices classrooms and students will see similar success.

Out of all the pieces of research I have read on this topic, I found this article to be the most helpful. It supplied an excess amount of information regarding my topic and also provided examples. It went into details about teaching arrangements, student engagement during learning, classroom and student supports and much more. It is very evident that the authors of this article have plenty of knowledge on the topic, all of the examples and information provided was student-centered, meaning the strategies used all had the common goal of bettering the students. I personally believe that as a teacher it is critical to employ methods that are in the best interest of the students. There really is no other way to categorize these strategies which is why I am so fond of this article. Also, it was reassuring to see that in the article the authors themselves noted that the strategies discussed result in improved outcomes for inclusion in the classroom.

1. Williams, M. (2012, April 18). IPads especially helpful for special-needs students.

Retrieved November 17, 2015, from https://www.washingtonpost.com/lifestyle/advice/ipads-especially-helpful-for-special-needs-students/2012/04/17/gIQAQn1iQT\_story.html

The Washington Post wrote an article on how iPads are especially helpful for special-needs students. According to the article, autistic students are able to utilize the iPads to communicate to their teachers things like when they are hungry and what they want for lunch. They help students improve reading and math skills and give them an easier way to take notes. Teachers have agreed that iPads lead to a much more powerful day for students with autism or learning disabilities as they reduce the number of minutes spent in frustration. The article discusses how iPads are beneficial for inclusion in the classrooms. For example, students show more interest because of this “hip piece of technology” and it can read out loud. In traditional classrooms, students who know the answer right away leave the students who are having more difficulties processing the question with no time to respond. The iPad levels the playing field with an app called eClicker which allows the teacher to post a question to the class on the device permitting all the students to answer on their own in however much time they need. This lets the teacher know who gets the answers right and who may need some extra help without any other students in the class knowing. According to the Washington Post, iPads allow students to work at their own pace with privacy which helps remove the stigma that often comes with being a special-education student and therefore promoting better inclusion in the classrooms.

I also was a big fan of this article written by the Washington Post. It provided me with relevant and interesting information which has shown to be effective with inclusion in the general education rooms. I find it very interesting but also not surprising that iPads are making the transition for disabled students that much easier in the classroom. It is vital that students are able to work at their own paces and in privacy and the iPads do just that. I was honestly comforted to see that iPads are removing the stigma that often comes with disabilities. The article has led me to believe that iPads are taking a huge leap in the right direction in respect to inclusion and therefore these points of information serve as a critical tool in my research on the topic.

1. Winerip, M. (2005, November 30). Learning-Disabled Students Blossom in Blended

Classes. Retrieved November 17, 2015, from <http://www.nytimes.com/2005/11/30/education/learningdisabled-students-blossom-in->blended-classes.html

This online article from *The NY Times* concentrates on the ways students with learning disabilities blossom in blended classes. It also focuses in on the strategies teachers use to ensure that students with disabilities will blossom in the general education classrooms. In the article, a student with a learning disability noted that he was unable to tell there were other students with learning disabilities in his class, a class of 31 students, 8 of which had learning disabilities. The teachers in this classroom circulate around the room helping general students while making the extra help for disabled students nearly invisible. According to the article, students were able to read different books at different levels all at once because their schoolwork is so individualized. The article discussed some teaching strategies which helped the students’ blossom so well in the general classroom. For example, often times one teacher will teach and the other sits by the most distracted students and with a few whispers is able to keep them on track. Or, when a student was unable to answer a question the teacher had the student call on a helper to keep the class moving along smoothly. One more strategy the teachers in this article used was especially helpful for students who have difficulties copying the homework off the board. The teachers distributed folders with nightly homework lists to those students therefore eliminating the confusion and difficulties.

Lastly, I found this article to be a large contributor in my research. My favorite part of the article was how the authors just blatantly listed the ways in which learning disabled students blended in general classrooms. There was no need to make inferences because everything was spelled out for me, which a lot of times is really refreshing when doing research. An interesting point noted by this article is the concept of co-teaching which appears to be really effective. As seen above, the general teacher will teach a lesson and the special education teacher or aide will sit by students who are likely to get distracted to keep them on task which leads to a more efficient school day for all. Also, I particularly liked the folder concept ensuring all students were aware of their assignments without having to worry about being embarrassed for having difficulties copying it over from the board. All in all I thought this source gave very useful and helpful strategies for inclusion in the classroom.